



**LEETON HIGH SCHOOL  
ASSESSMENT POLICY AND PROCEDURES**

**YEAR 10  
2023**





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# JUNIOR ASSESSMENT POLICY

Welcome to Year 10 studies:

*“Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.” —Augustine Og Mandino*

## Assessment and Course Requirements

Students are expected to undertake all learning activities to meet completion requirements for a subject. Normal procedures for contacting parents will apply for failure to meet these requirements.

Reminders will be provided two weeks prior to the due date of an assessment task; however, students are encouraged to use the Assessment Calendar at the end of this booklet as notification of upcoming assessments.

### In-class assessment tasks / Examinations

- Students must be present for examinations. If they are absent, they need to present an Illness/Misadventure Form (see Appendix I) from a parent/carer/guardian explaining their absence. No penalty will occur if the form is provided with a legitimate reason.
- Absence from an examination or in-class task will incur a 10% penalty per day for up to five days. Tasks completed after five days will receive a zero mark if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Students should let their teacher know if they will be absent for an assessment task due to school approved activities prior to the date. Alternative arrangements will be provided to the student without penalty.

### Take-home assessment tasks

- Usually, two weeks' notice will be given for a research or take-home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 10% penalty per day for up to five days. Tasks submitted after five days will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form – Appendix I) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.
- School approved activities such as representation at sporting knockouts occurring on the due date do not warrant an extension. Students must make arrangements to submit the task prior to excursion in this case, unless a pre-approved extension has been granted (see Appendix II).

## Course Completion Criteria

The following course completion criteria refer to Record of School Achievement (RoSA), Year 11 and HSC courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes. (NESA – Assessment and Examinations Manual 11.4.1)

## Malpractice and plagiarism in Assessment Tasks

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process.

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It can include copying someone else's work, cheating during an exam in any form, or providing false information for not submitting an assessment task on time. Malpractice in assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Students who have completely plagiarised their assessment will receive a zero and an N-Award Letter (Year 10-12). Students must show ethical scholarship by learning how to summarise and write in their own words.

### Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially

- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

## Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement
- Paraphrasing the work of others by altering a few words, changing their order or closely following their structure without acknowledgement
- Failing to acknowledge the sources you use to produce your work
- Inaccurate referencing/citation of another's work
- Unauthorised collaborating and colluding with other students
- Copying, buying, stealing or borrowing someone else's work in part or in whole
- Copying from the Internet, books, journals, and other types of printed and electronic media
- Submitting work that contains a large contribution from another person, such as, a parent, tutor or another student

Proven dishonesty in the completion of an assessment task will result in the award of a zero mark for that task. This would include such things as attempting to obtain unfair advantage in a test, submitting work which is not their own, plagiarism etc.

## Misbehaviour and electronic devices during Assessment Tasks and Examinations

In 2018, the New South Wales Education Standards Authority (NESA) issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in the assessment.

If a student finishes an examination before the allocated time, they are encouraged to use this time to review and edit their answers.

Students who misbehave during examinations will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment.

## Late Submission or Non-submission of an Assessment Task

All tasks submitted after 3.30 pm (unless another submission time has been decided by the course teacher) will be deemed late. Late work will be penalised as previously mentioned unless an illness/misadventure form with a valid reason is provided (see Appendix I).

Students submitting late work will receive an N-Warning Letter notifying parents that the task has not been completed and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESA rules. If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of satisfactory standard, the N-Award will be cleared; however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

Failure to submit the assessment task or submitting a non-serious attempt could lead to an N Determination for the course and ineligibility to progress into Year 11.

## N-Award Notifications

According to NESA's ACE Manual, all students must:

- a) follow the course developed or endorsed by NESA,
- b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) achieve some or all of the course outcomes.

Students can receive an N-Award Notification for one of the below reasons:

### Lack of Diligence and Sustained Effort

Examples include:

- extensive non-completion of classwork, practicals and homework which may or may not result from poor or irregular attendance
- failure to satisfactorily complete, submit or sit assessment tasks by the due date

### Unsatisfactory Completion of Assessment Tasks

Examples include:

- non-completion of an assessment task to an appropriate standard
- malpractice or plagiarism
- non-serious attempts at tasks (including but not limited to, only completing multiple choice questions in an examination),
- continued/deliberate avoidance of examinations and tasks
- not attending compulsory curriculum field studies/excursions

**The N-Award Notification letter will clearly outline:** the number of times a parent/carer and student have been notified of an outstanding assessment task; the details of the outstanding assessment task, class work or work placement; the weighting of the task or proportion of the course the work contributes to; the original due date and the new due date for the outstanding work. Students will be given a minimum of two additional weeks to complete this outstanding work.

A student who is N-Awarded for assessment tasks weighting 50% or more may be given an N Determination. An N Determination in any subject may make a student ineligible to receive their RoSA and unable to progress into Year 11.



## Record of School Achievement (RoSA) requirements

Students who leave school before the end of Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements, they will be issued with a Transcript of Study.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that they may have sat
- date the student left school

It includes an A-E grade for all Stage 5 (Year 10) – except Mathematics where the grades are from A10 to E2 – and Preliminary Stage 6 (Year 11) courses the student has satisfactorily completed.

Before you can be awarded a RoSA you must satisfactorily complete the following mandatory curriculum requirements through Years 7-10:

- English (400 hours)
- Mathematics (400 hours)
- Science (400 hours)
- History (100 hours in Stage 4 and 100 hours in Stage 5)
- Geography (100 hours in Stage 4 and 100 hours in Stage 5)
- PDHPE (300 hours)
- Technology (200 hours in Stage 4)
- Music (100 hours)
- Visual Arts (100 hours)
- Languages other than English (100 hours)

Further details about RoSA requirements and eligibility are available on the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## My Year 10 Assessment Calendar

Highlight your courses below so that you can see when your tasks are due for the year.

Term 1	
<b>Week 1</b>	<b>Task 1:</b> iSTEM (Term 1 ongoing)
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	Mathematics cycle tests begin (fortnightly)
<b>Week 5</b>	
<b>Week 6</b>	<b>Task 1:</b> Science
<b>Week 7</b>	<b>Task 1:</b> Food Technology, Industrial Technology Metal, Industrial Technology Timber, Music <b>Task 2:</b> PDHPE (Weeks 7-10)
<b>Week 8</b>	<b>Task 1:</b> PDHPE (Letter Week 8), Visual Arts
<b>Week 9</b>	<b>Task 1:</b> English, Geography, PDHPE (Interview Weeks 9 and 10), PASS (Until Term 2 Week 2)
<b>Week 10</b>	<b>Task 1:</b> Drama
<b>Week 11</b>	

Term 2	
<b>Week 1</b>	<b>Task 2:</b> Science (Week (1/2) Mathematics Semester 1 Project
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	<b>Task 2:</b> Geography, Visual Arts
<b>Week 5</b>	<b>Task 2:</b> Agriculture, English, iSTEM, Music (Week 5/6),
<b>Week 6</b>	<b>Task 2:</b> Food Technology, Industrial Technology Metal
<b>Week 7</b>	
<b>Week 8</b>	<b>Task 2:</b> PASS <b>Task 3:</b> Agriculture (ongoing from Term 2 Week 8 to Term 4 Week 3),
<b>Week 9</b>	<b>Task 2:</b> Drama
<b>Week 10</b>	<b>Task 2:</b> Industrial Technology Timber

Term 3	
<b>Week 1</b>	<b>Task 3:</b> PDHPE (Weeks 1-6)
<b>Week 2</b>	
<b>Week 3</b>	<b>Task 1:</b> History
<b>Week 4</b>	
<b>Week 5</b>	<b>Task 3:</b> Science
<b>Week 6</b>	
<b>Week 7</b>	<b>Task 3:</b> Food Technology
<b>Week 8</b>	<b>Task 3:</b> Visual Arts
<b>Week 9</b>	<b>Task 2:</b> Agriculture <b>Task 3:</b> English
<b>Week 10</b>	<b>Task 3:</b> Drama, iSTEM, Music, PASS, Mathematics Semester 2 Project

Term 4	
<b>Week 1</b>	<b>Task 3:</b> Industrial Technology Timber
<b>Week 2</b>	<b>Task 3:</b> Industrial Technology Metal <b>Task 4:</b> Drama, English, PASS, PDHPE, Science
<b>Week 3</b>	<b>Task 2:</b> History, iSTEM <b>Task 3:</b> Visual Arts
<b>Week 4</b>	<b>Task 4:</b> Industrial Technology Metal, Industrial Technology Timber, Music (Week 4/5)
<b>Week 5</b>	<b>Task 4:</b> Food Technology
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

# Assessment Schedules

Assessment schedules begin on the next page.

## Year 10 Agriculture 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Agriculture in Australia</b>	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-13, AG5-14	Term 2 Week 5	25
2	<b>Technology in Agriculture</b>	AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13	Term 3 Week 9	25
3	<b>Practical</b>	AG5-2, AG5-4, AG5-6, AG5-7, AG5-10, AG5-13, AG5-14	Ongoing Term 2 Week 8 Term 4 Week 3	50
<b>Total</b>				<b>100%</b>

### Syllabus outcomes:

A student

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2** explains the interactions within and between agricultural enterprises and systems
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises
- AG5-5** investigates and applies responsible marketing principles and processes
- AG5-6** explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7** explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

## Year 10 Drama 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Melodrama (Video Melodrama and Logbook)	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.2, 5.3.3	Term 1 Week 10	25%
2	Monologue and Logbook	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.1, 5.3.2	Term 2 Week 9	30%
3	Elements of Production (Project and Logbook)	5.1.2, 5.1.3, 5.2.1, 5.2.3	Term 3 Week 10	25%
4	Yearly Examination	5.1.3, 5.2.1, 5.2.2, 5.2.3	Term 4 Week 2	20%
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

A student:

- 5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2** analyses the contemporary and historical contexts of drama
- 5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## Year 10 English 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Discursive Writing: Opinion Piece	EN5-1A, EN5-4B, EN5-5C, EN5-9E	Term 1 Week 9	25
2	Visual Analysis	EN5-2A, EN5-3B, EN5-5C, EN5-8D	Term 2 Week 5	25
3	Imaginative Composition	EN5-1A, EN5-4B, EN5-6C, EN5-7D	Term 3 Week 9	25
4	Yearly Examination	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	Term 4 Week 2	25
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

#### A student:

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-6C** investigates the relationships between and among texts

**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Year 10 Food Technology 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Food for Special Needs</b>	FT5.1, FT5.2, FT5.6, FT5.8, FT5.9, FT5.10, FT5.11, FT.12	Term 1 Week 7	25
2	<b>Food Service and Catering</b>	FT5.1, FT5.2, FT5.5, FT5.6, FT5.11, FT5.13	Term 2 Week 6	25
3	<b>Food Trends</b>	FT5.1, FT5.2, FT5.7, FT5.8, FT5.9, FT5.10, FT5.11	Term 3 Week 7	25
4	<b>Foods for Special Occasions</b>	FT5.1, FT5.2, FT5.3, FT5.4, FT5.6, FT5.7, FT5.8, FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	Term 4 Week 5	25
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3** describes the physical and chemical properties of a variety of foods
- FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5** applies appropriate methods of food processing, preparation and storage
- FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7** justifies food choices by analysing the factors that influence eating habits
- FT5-8** collects, evaluates and applies information from a variety of sources
- FT5-9** communicates ideas and information using a range of media and appropriate terminology
- FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12** examines the relationship between food, technology and society
- FT5-13** evaluates the impact of activities related to food on the individual, society and the environment



## Year 10 Geography 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Research Task/Report</b>	GE5-2, GE5-3, GE5-5, GE5-8	Term 1 Week 9	50
2	<b>Examination</b>	GE5-3, GE5-4, GE5-6, GE5-7,	Term 2 Week 4	50
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

A student

**GE5-1** explains the diverse features and characteristics of a range of places and environments

**GE5-2** explains processes and influences that form and transform places and environments

**GE5-3** analyses the effect of interactions and connections between people, places and environments

**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** assesses management strategies for places and environments for their sustainability

**GE5-6** analyses differences in human well-being and ways to improve human well-being

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5-8** communicates geographical information to a range of audiences using a variety of strategies

## Year 10 History 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Research Task/Report</b>	HT5-3, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 3 Week 7	50
2	<b>Examination</b>	HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-9	Term 4 Week 3	50
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

A student:

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** Identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Year 10 Industrial Technology—Metal 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
<b>1</b>	Sheet Metal Module Toolbox and Portfolio	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 1 Week 7	<b>20</b>
<b>2</b>	Fabrication and Machining Module Projects and Portfolio	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 6	<b>20</b>
<b>3</b>	Major Design Task and Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Term 4 Week 2	<b>40</b>
<b>4</b>	Yearly Examination	IND5-1, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 4	<b>20</b>
<b>Total</b>				<b>100%</b>

### Syllabus outcomes:

A student

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** applies design principles in the modification, development and production of projects
- IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** identifies and participates in collaborative work practices in the learning environment
- IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Year 10 Industrial Technology—Timber 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Practical assessment Task 1</b>	IND5-1, IND5-3, IND5-5, IND5-6, IND5-8	Term 1 Week 7	20
2	<b>Practical Assessment Task 2</b>	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 10	20
3	<b>Practical Assessment Task 3 with Portfolio</b>	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 1	40
4	<b>Yearly Examination</b>	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 4	20
<b>Total</b>				<b>100%</b>

### Syllabus outcomes:

A student

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Year 10 iSTEM 2023

Task No.	Task Description	Areas for Assessment	Due Date	Weighting %
1	<b>Inquiry based STEM challenges</b>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 1 Ongoing	<b>20</b>
2	<b>Tiny House Project</b>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 2 Week 5	<b>30</b>
3	<b>Lego EV3 Robotics Portfolio</b>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 3 Week 10	<b>30</b>
4	<b>Yearly Examination</b>	All outcomes may be assessed	Term 4 Week 3	<b>20</b>
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- 5.1.1** develops ideas and explores solutions to STEM based problems
- 5.1.2** demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1** describe how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2** applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1** applies a knowledge and understanding of STEM principles and processes
- 5.3.2** identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1** plans and manages projects using an iterative and collaborative design process
- 5.4.2** develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1** applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2** critically evaluates innovative, enterprising and creative solutions
- 5.6.1** selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
- 5.6.2** will work individually or in teams to solve problems in STEM contexts
- 5.7.1** demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1** understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

## Year 10 Mathematics 2023

Task Description	Outcomes	Due Date	Weighting %
Cycle Tests	Will vary for each student. Some or all of the outcomes listed below may be assessed.	Fortnightly From Term 1 Week 6	60
Semester 1 Project		Term 2, Week 1	20
Semester 2 Project		Term 3, Week 10	20
<b>Total</b>			<b>100</b>

Note: Examinations are held for Semester 1 and 2 but are not included in the weighting as they are individualised and based off what the student has mastered throughout the semester.

### Syllabus outcomes

A student:

- MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM** selects and uses appropriate strategies to solve problems
- MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context
- MA5.1-4NA** solves financial problems involving earning, spending and investing money
- MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-11MG** describes and applies the properties of similar figures and scale drawings
- MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM** constructs arguments to prove and justify results
- MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-4NA** solves financial problems involving compound interest
- MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

- MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments
- MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs
- MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments
- MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA** performs operations with surds and indices
- MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3-16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3-18SP** uses standard deviation to analyse data
- MA5.3-19SP** investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## Year 10 Music 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Composition	5.4, 5.5, 5.6 (5.11, 5.12)	Term 1 Week 7	20
2	Performance	5.1, 5.3 (5.11, 5.12)	Term 2 Week 5/6	20
3	Music of a Culture Assignment	5.7, 5.8 (5.11, 5.12)	Term 3 Week 10	20
4	Yearly Examination (Listening/ Written)	5.7, 5.9, (5.11, 5.12)	Term 4 Week 4/5	40
<b>Total</b>				<b>100</b>

### Syllabus Outcomes:

#### A Student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



## Year 10 PDHPE 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Out in the Real World Cover Letter & Mock Interview Theory Task	PD5-1, 5-2, 5-3, 5-6, 5-7, 5-9	Term 1 Letter - Week 8 Interview – Weeks 9 & 10	25
2	Nothing but Net Badminton Practical Task	PD5-4, 5-5, 5-10, 5-11	Term 1 Weeks 7-10	25
3	Game Design	PD5-4, 5-10, 5-11	Term 3 Weeks 1-6	25
4	Final Examination	All outcomes may be assessed	Term 4 Week 2	25
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

- PD5 – 1** Assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5 – 2** Researches and appraises the effectiveness of health information and support services available in the community
- PD5 – 3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5 – 4** Adapt and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5 – 5** Appraises and justifies choices of actions when solving complex movement challenges
- PD5 – 6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5 – 7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5 – 8** Designs, implements and evaluates personalized plans to enhance health and participation in a lifetime of physical activity
- PD5 – 9** Assesses and applies self-management skills to effectively manage complex situations
- PD5 – 10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5 – 11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Year 10 Physical Activity & Sports Studies (PASS) 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
<b>1</b>	Coaching Assessment Task / Practical Netball Assessment	PASS55, PASS56, PASS57, PASS58, PASS59, PASS510	Term 1 Week 9 - Term 2 Week 2	<b>25</b>
<b>2</b>	Nutrition Task	PASS51, PASS52, PASS58, PASS510	Term 2 Week 8	<b>25</b>
<b>3</b>	Health Promotion Video Task	PASS55, PASS56, PASS510, PASS53, PASS54	Term 3 Week 10	<b>25</b>
<b>4</b>	Yearly Examination	All outcomes may be assessed.	Term 4 Week 2	<b>25</b>
<b>Total</b>				<b>100%</b>

### Syllabus outcomes

A student:

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport

**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

**PASS5-9** performs movement skills with increasing proficiency

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## Year 10 Science 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Genetics Task	SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	Term 1 Week 6	20
2	First Hand Investigation (Clock Reactions)	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-17CW	Term 2 Week 1/2	25
3	Mandatory Stage 5 Student Research Project (SRP)	SC5-4WS, SC5-5WS, SC5-6WS, SC5- 7WS, SC5-9WS,	Term 3 Week 5	30
4	Yearly Examination	SC5-15LW, SC5-17CW, SC5-10PW, SC5-12ES, SC5-14LW, SC5-7WS, SC5- 9WS	Term 4 Week 2	25
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers & transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## YEAR 10 VISUAL ARTS 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Ceramics	5.2, 5.4, 5.8	Term 1 Week 8	25
2	Street Art	5.3, 5.5, 5.6	Term 2 Week 4	25
3	Photography	5.5, 5.6, 5.7, 5.10,	Term 3 Week 8	25
4	Painting	5.1, 5.2, 5.9	Term 4 Week 3	25
<b>Total</b>				<b>100%</b>

A student:

5.1, develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2, makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3, makes artworks informed by an understanding of how the frames affect meaning

5.4, investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5, makes informed choices to develop and extend concepts and different meanings in their artworks

5.6, demonstrates developing technical accomplishment and refinement in making artworks 5.7, applies their understanding of aspects of practice to critical and historical interpretations of art

5.8, uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9, demonstrates how the frames provide different interpretations of art

5.10, demonstrates how art criticism and art history construct meanings

# Appendix I

## Application for Assessment Task Consideration—Illness/Misadventure

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					
.....					

<b>Reason for absence:</b> (Attach evidence such as a medical certificate)
.....
.....
.....

<b>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</b>	
<b>Student Signature:</b> .....	<b>Date:</b> .....
<b>Parent/Guardian Signature:</b> .....	<b>Date:</b> .....

<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

# Appendix II

## Application for Year 7-10 Assessment Task Consideration—Extension

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					

**I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).**

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**In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.**

**Student Signature:** ..... **Date:** .....

**Parent/Guardian Signature:** ..... **Date:** .....

**Recommendation of Teacher/Head Teacher**

.....

.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

# Appendix III

## Application for Appeal of the Assessment Procedure—Year 7-10

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					
.....					

<b>Details of appeal</b>
.....
.....

<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p> <p><b>Student Signature:</b> ..... <b>Date:</b> .....</p> <p><b>Parent/Guardian Signature:</b> ..... <b>Date:</b> .....</p>
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<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

